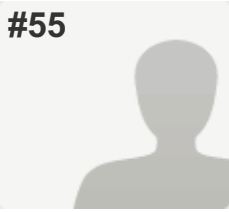


#55



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Friday, June 24, 2016 9:45:06 AM

**Last Modified:** Friday, June 24, 2016 10:04:43 AM

**Time Spent:** 00:19:37

**IP Address:** 67.55.152.183

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<b>Q1: Name of School District:</b>	Center Point-Urbana Schools
<b>Q2: Name of Superintendent</b>	Alan Marshall
<b>Q3: Person Completing this Report</b>	Jennifer Burkhart and Ann Wooldridge

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**Q4: 1a. Local TLC Goal**

Improve entry into the profession

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**Q5: 1b. To what extent has this goal been met?**

(no label)

Fully Met

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**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Center Point-Urbana Schools partners with Grant Wood AEA Induction Consortium for our Full-Release Mentors in our district. All Mentoring and Induction Coaches have at least 4 years of successful teaching experience. They also participate in 12 days of NTC professional development per year in Years 1 and 2. Additionally, they participate in Mentor Forums meeting 1-2 times per month hosted by GWAEA.

Mentor and Induction Teacher Leaders will improve the entry skills of teachers new to the profession. Those duties include, but are not limited to; demonstration teaching, lesson and unit planning, classroom observation and feedback, analysis of student work, cooperative assessment of instructional practice, facilitating collaboration among new teachers, setting professional goals that align with the Iowa Teaching Standards, facilitating triad conversations including the beginning teacher, principal, and induction coach, collaborating with current and future Instructional Coaches in helping new teachers examine student learning data and identifying areas for improvement.

The initial short-term goal for our Mentor Induction Teacher Leaders is to meet with the CPU new to the profession teachers at minimum 180 minutes/month. We have met this short-term goal as evidenced by our Mentor Induction Teacher Leaders meeting with our CPU new to the profession teachers on an average of 261 minutes per beginning teacher during the 2015-16 school year.

A long-term goal for CPU TLC and the Grant Wood AEA Induction Consortium is to advance teacher practices and improve student learning. One way the GWAEA Consortium measures impact is gathering data on the high leverage tools used by the Mentor Induction Teacher Leaders and CPU beginning teachers. The high leverage tools/processes include:

Observation Cycles (3 full cycles per year)

Lesson Planning including "Planning for Effective Instruction," "Lesson Plan Backwards Design" and "Designing Standards-Based Units of Study" (3 lesson planning tools per year)

Co-Assessment and Goal Setting (3 times per year)

Analysis of Student Work (at least once a year)

Inquiry-Cycle Action Plan - includes a full Plan-Teach-Reflect cycle of Lesson Planning, Observation, and ASW (minimum 1 per year per 2nd year teacher)

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**Q7: 2a. Local TLC Goal**

Improve collaborative structures for teachers

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**Q8: 2b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Center Point-Urbana Schools began implementation of the Data Teams Process and Protocol this school year. TLC created 24 PreK-12 Data Team Leaders (DTLs) in the district. The responsibilities of the DTLs include gather student data, including but not limited to MTSS data, during teacher data team; meetings focused on student learning toward the ELA Standards; facilitate focused data conversations and actions around student data; and manage the implementation data and the conversations around the data. The Data Team Leaders were trained in the process in protocol provided by Grant Wood AEA School Improvement Consultant, Erikka Vosmek. Our consultant was trained through The Leadership and Learning Center. All Data Team Leaders used the Data Teams Training Manual to follow the process and protocol.

Data Team Leaders will facilitate the use of data in collaborative structures, focused on student learning of the Common Core and teacher implementation of instructional strategies within the Data Teams protocol and process. The Data Teams incorporate the work of Larry Ainsworth specifically his resource Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction and Assessment.

The initial short-term goal for our Data Team Leaders is for Data Teams to meet at minimum 150 minutes/month during district 7:30 am late starts. We have met this short-term goal as evidenced by our Data Team Leaders meeting with our CPU beginning teachers on an average of 150 minutes per Data Team during the 2015-16 school year as evidenced District time allotted monthly during 30-minute Late Starts (2 times/month)  
PreK-12 Data Team Agendas/Minutes (2 times/month)  
Instructional Coaches Google survey data (3 times/year)  
Feedback Implementation Rubric for Data Teams (2 times/month)

A long-term goal for CPU TLC and the CPU Data Teams is to advance teacher practices and improve student learning. One way CPU TLC measures impact is gathering data on the Data Teams Process through Steps 1 through 5 templates. The tools/processes include:

Data Team Cycles (2-3 full cycles per year)  
Step 1: Pre-Assessment Chart the Data  
Step 2: Analyze and Prioritize  
Step 3: SMART Goal  
Step 4: Select Instructional Strategies  
Step 5: Results Indicators  
District time allotted monthly during 30-minute Late Starts (16/year=1200 minutes)  
End of Year Reflection with District Data Team Leaders (DTL'). Process used is listed below.  
Reflection and Monitoring Data Overview  
How have you advanced?  
What have you sustained?  
What are the system responses to needs?  
In what area(s) do you have continued need for support/development?

Data Team Leader Reflective Protocol  
Resources:  
Tuckman's Team Development Model  
Data Team Leader Characteristics  
Data Team Implementation Rubric  
Secondary Leaders: data from 1.13.16

Feedback  
Locate and review data team meeting feedback from observers  
Add additional thoughts to Data Team Leader Reflection recording sheet  
GOALS

Use the information from the recording sheet to identify 1 or 2 goals for yourself as a data team leader in 16-17

**Q10: 3a. Local TLC Goal**

*Respondent skipped this question*

**Q11: 3b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q13: 4a. Local TLC Goal**

Improve student achievement by strengthening instruction

**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

**K-12 District Data**

Center Point-Urbana Schools hired four Full-Release Instructional Coaches in our district. All Instructional Coaches have at least 4 years of successful teaching experience and they have been employed by CPU for. They also participate in 8 days of New Teacher Center (NTC) professional development per year in Years 1 and 2.

Instructional Coaches will match high level instructional strategies with student data in order to improve teacher practice. When teacher practice improves, then student growth and achievement will be evident on a variety of assessments. Those high level practices include, but are not limited to; demonstration teaching, lesson and unit planning, classroom observation and feedback, analysis of student work, cooperative assessment of instructional practice, facilitating collaboration among teachers, setting professional goals that align with the Iowa Teaching Standards collaborating with current and future Instructional Coaches in helping teachers examine student learning data and identifying areas for improvement.

**K-5 Data**

The initial short-term goal is to create a process for consistently analyzing student data and implementing high leverage instructional practices that would positively impact student growth and achievement.

100% of the K-5 teaching staff assessed students with the FAST universal screener

100% of the K-15 teaching staff implemented an ELA intervention reading block for 15-20 min/day; 60-80 min/week

100% of the K-5 teaching staff implemented targeted high leverage instructional strategies during the daily intervention block (Walpole Interventions, WV Phonics, Phonics for Reading)

100% of the K-5 teaching staff assessed students weekly with the FAST Progress Monitoring Tool

100% of the K-5 teaching staff analyzed the progress monitoring data every 2-4 weeks with the Instructional Coach and the building Principal during weekly grade level team meetings.

100% of the K-5 teaching staff adjusted their instruction based on the data and conversations with the Instructional Coach and the building Principal.

100% of the K-5 teaching staff completed the Instructional Coach google survey to identify individual teacher needs and supports for ELA Core and Intervention Blocks

Table below charts the Intervention Cycle based on the initial FAST Universal Screener in grades K-5. The Intervention Cycle then, starts over again after each assessment period Fall, Winter, Spring. The Instructional Coaches play an instrumental role in facilitating and monitoring this Intervention Cycle.

**Universal Screening**

Data Analysis of Universal Screening

Primary (K-2)

Intermediate (Grades 3rd-5th)

Identified Interventions based on Student Data Universal Screener

15 minutes/day = 60 minutes/week

20 minutes/day = 80 minutes/week

Targeted Instruction

Walpole Interventions

WV Phonics

Phonics for Reading

Weekly Progress Monitoring

Data Analysis 2-4 weeks

Instruction Adjusted Based on Data

Benchmark FAST: Substantially, At- Risk, Adequately Progressing

## Impact of TLC Plan - 2015-2016

A long-term goal for CPU TLC Instructional Coaches will match high level instructional strategies with student data in order to improve teacher practice. When teacher practice improves, then student growth and achievement will be evident on a variety of assessments. One way CPU TLC measures impact is gathering FAST data three times per year Fall, Winter, and Spring for grades K-5. The data below identifies percent of students making adequate progress per the FAST Universal Screener. \* K and 1st Composite Score \*Grades 2nd-5th report Words Correct Per Minute (WCPM).

Kindergarten

Fall 88%

W 89%

S 83%

1st Grade

Fall 86%

W 95%

S 91%

2nd Grade

Fall 63%

W 82%

S 79%

3rd Grade

Fall 59%

W 68%

S 72%

4th Grade

Fall 73%

W 80%

S 78%

5th Grade

Fall 68%

W 69%

S 77%

6-12 Data

The initial short-term goal is to create a process for consistently analyzing student data and implementing high leverage instructional practices that would positively impact student growth and achievement.

Those high level practices 6-12 include, but are not limited to:

60% of the 6-12 teaching staff adjusted their instruction based on the data and conversations with the Instructional Coach and the building Principal

100% of 9-12 teachers implemented STORM Lunch

100% of 9-12 teachers reviewed the D/F list weekly

90% of 9-12 teachers implemented an SBG Insurance policy

55% of 9-12 teachers implemented Informative/Expository writing with Write Tools

100% of the 6-12 teaching staff completed the Instructional Coach google survey to identify individual teacher needs and supports for SBG Core and STORM/Group time

During the 2015-2016 school year, the 6th grade language arts teaching staff were trained in the administering the FAST assessment and began to assess students with the FAST universal screener

Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

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**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

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### **Q16: 5a. Local TLC Goal**

Improve knowledge and understanding of ELA Standards and SBG process in order to improve student learning in literacy

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**Q17: 5b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Instructional Coaches work with grade level teams/content teams on literacy lessons/unit plans embedded across all content areas.

The initial short-term goals in Year 1: K-5 is to create structures in the system to improve knowledge and understanding of ELA standards in order to improve student learning in literacy.

**K-5 District Data**

Those high level practices K-5 include, but are not limited to:

80-100% of the K-5 teaching staff implemented a 90 minute protected block of Reading/English Language Arts into their daily instruction

100% of the K-5 teaching staff implemented a 15-20 minute protected block of Reading Intervention block into their daily instruction

100% of the K-5 teaching staff participated in the bi-monthly Data Team Processes and Protocols around ELA standards.

100% of the K-5 teaching staff participated in collaborative grade level teams for 45 minutes per week. At that time the grade level planned for ELA instruction using the ELA grade level planning template. Within the template, the ELA standards were listed along with the high leverage instructional strategies.

75% of the K-5 teaching staff referenced the CPU Reading Strategies Bank website while planning for the ELA block.

100% of the K-5 teaching staff participated in 4 full days of Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS is comprehensive professional development responds to the growing need for high-quality support for literacy educators.

**6-12 Data**

The initial short-term goals in Year 1: 6-12 is to improve knowledge and understanding of the Standards-Based Grading process in order to improve student learning.

Those high level practices 6-12 include, but are not limited to:

100% of the 6-12 teaching staff participated in the bi-monthly Data Team Processes and Protocols around ELA standards

100% of 9-12 teachers participated in bi-monthly data team protocols and processes for the same or similar content areas

90% of 9-12 teachers implemented an SBG Insurance policy

100% of 9-12 teachers made progress towards completion of RCDs

100% of the 6-12 teaching staff participated in the development of priority standards

90% of the 6-8 teaching staff participated in Rigorous Curriculum Design which included unwrapping standards, choosing instructional strategies, developing assessments and proficiency scales

23% of 9-12 teachers are fully (all classes) implementing SBG

71% of 9-12 teachers are partially (one class or more) implementing SBG

100% of 9-12 teachers participated in one-on-one meetings with IC to inventory current teaching practice and plan for improvement

100% of the 6-8 staff participated in the Write Tools Training

**Q19: 6a. Local TLC Goal**

*Respondent skipped this question*

**Q20: 6b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Adding additional Data Team Leaders for K-12 Content Areas (Music/Band; 6-12 Special Education, K-12 PE, K-12 Counselors)

Adding Learning Forums and Data Forums for Instructional Coaches (specific to high leverage practices/tools data)

Adding Multi-Tiered Systems of Supports 6-12 (intervention time)

Adding additional content areas to the Data Teams Process/Protocol

Additional Leadership Team learning for Standards Based Grading and Rigorous Curriculum Design (LCI at GWAEA)

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**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

Evidence:

The Rigorous Selection Process for TLC that CPU put in place has been highly successful, which includes the following:

Interview Process

Program Over-site with DRC (District Review Council)

Peer Feedback Surveys for all TLC Candidates

Rubrics for hiring - Consistency/No subjectivity

Data Team Leaders are trained with the Data Teams Process and Protocol with the Leadership and Learning Center/GWAEA facilitation

Data Teams is a protected time in the district that is 16 30-minute late starts (75 minutes for Data Teams process)

Data Based Instructional Decisions and Conversations (replicating in other content areas and teams by grade levels/departments) across the district

Instructional Coaches are trained in the New Teacher Center (8 days/year)

The Instructional Coaches are full-release allowing them to get into classrooms to model lessons, coaching conversations/cycles, and high leverage teaching practices (planning for instruction, analyzing student work and observation cycles) by all 4 coaches

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## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.